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ABSTRACT

This is a position paper by the Harford County, Maryland Board of Education addressing the human relations problems in the school system. It enumerates the following specific plans: (1) The hiring of minority persons will be emphasized; minority persons will be promoted into leadership positions when possible; and in the hiring and promoting of school personnel, community recommendations will be welcomed; (2) Human relations inservice teacher education courses will be offered to promote understanding and appreciation of minority groups and cultures and to teach teachers optimal ways of communicating with all of their students; (3) The curriculum of every school and post-secondary institution will incorporate ethnic studies and courses which reinforce students' appreciation of and pride in their own culture as well as acceptance of others' differences; (4) All schools will try to insure that there are enough school activities to appeal to children from different backgrounds, and that individual needs and problems of each child be given attention; (5) Schools are to make efforts to involve their communities in understanding the needs, goals, problems, and accomplishments of the school and reach out to the community for effective mutual assistance. For each of these plans a policy statement, specific goals, rationale, and a specific plan of action are presented.
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A. Plan for Improving
Human Relations

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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To All Citizens:

In an effort to insure that all citizens are afforded fair and equal treatment, Education has adopted a Plan for Human Relations in the Public Schools of the Nation. It is directed that the process for implementation be started immediately.

In order for the implementation of this plan, all persons must be aware of the content of the plan. A booklet has been prepared for that purpose. It is the responsibility of all personnel, students, and citizens to be aware of the purposes, goals, and rationales of the plan. We strongly urge each of you to begin the process of the plans of action which are contained in this document.

As citizens, it is imperative that we work toward the goal of better human relations. Making this an important step in that direction.

Sincerely,
A. A. R.
Superintendent

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To All Citizens:

In an effort to insure that all citizens in Harford County are afforded fair and equal treatment, the Board of Education has adopted a Plan for Improving Human Relations in the Public Schools of Harford County and has directed that the process for implementing this plan begin immediately.

In order for the implementation process to begin, all persons must be aware of the contents of the plan. This booklet has been prepared for that purpose. I urge all school personnel, students, and citizens to become familiar with the purposes, goals, and rationales of the plan. Above all, I strongly urge each of you to begin placing into effect the steps of the plans of action which are outlined in this document.

As citizens, it is imperative that we continue to pursue the goal of better human relations. Making this plan work is an important step in that direction.

Sincerely,
A. A. ROBERTY
Superintendent of Schools

DEPARTMENT OF HEALTH
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BOARD OF EDUCATION OF HARFORD COUNTY

RESOLUTION ON
HUMAN RELATIONS

December 12, 1973

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WHEREAS, achievement and learning are profoundly influenced by the affective climate of the school and community; and

WHEREAS, the Board of Education reaffirmed policies in November, 1968, to continue the process of integrating the school system; and

WHEREAS, the Maryland State Board of Education has given Human Relations a high priority among its areas of concern; and

WHEREAS, the Superintendent of Schools of Harford County, in recognition of the pervasive influence of Human Relations on educational personnel, students, parents, and the curriculum, has directed that a study be made to recommend ways of improving Human Relations; now, therefore, be it

RESOLVED, that Human Relations be recognized as an area of concern by the school system; and be it further

RESOLVED, that recommendations in the revised *Report of the Committee on the Integration of Black History and Culture into the Curriculum* be implemented in each school; and be it further

RESOLVED, that the school system begin forthwith the process of implementing the provisions of the *Plan for Improving Human Relations in the Public Schools of Harford County*.

Introduction.....

Equal Employment Opportunity

Human Relations Inservice Education Pro

Intergroup Education

Student Services and Activities

School and Community Relations.....

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SOLUTION ON
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ember 12, 1973

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EQUAL EMPLOYMENT OPPORTUNITY

Policy Statement

The Board of Education of Harford County directs that the recruitment, employment, assignment, and promotion of all personnel shall be without regard to race, sex, religion, creed, and ethnic or national origin.

Goals

1. To employ all school personnel without prejudice or discrimination.
2. To insure opportunities for advancement and promotion of minority group members.

Rationale

Education for living in today's society requires an integrated setting in which adults and students of diverse groups learn to work together and to accept one another as equally valuable human beings. Racial and ethnic diversity in staffing provides a wholesome climate for learning to live harmoniously in today's world. The dignity and self-image of the student is enhanced by identification with members of his own group who are in positions of responsibility and authority. Likewise, the conscious or unconscious attitudes of all students are profoundly influenced by their various associations with persons in authority representing other racial and ethnic groups.

Minority groups in our community can best contribute to the harmony and betterment of the school system when scrupulous attention is given to equal employment practices. The school system has the obligation to promote the well-being of all its citizenry and to promulgate educational

practices that are free from suspicion of discrimination.

Plan of Action

1. In the area of employment, special efforts will be given to those schools and other parts of the school system where there is low minority group representation. Efforts will be made to fill vacancies in these departments with qualified minority personnel as they become available.
2. The Personnel Department will sponsor training institutions, present employees of the community in its recruitment of minority group members. Special efforts will be given to improving the minority staff.
3. Increased efforts will be made by the Personnel Department to identify employees who are minority and who show leadership potential. These employees will be encouraged to consider advancement opportunities for possible future advancement. Supervisory personnel will receive special attention in performance and qualifications for promotion purposes.
4. A careful study of each school will be made to determine which it serves and its needs. Recommendations from this study will be welcomed and given consideration. The study will be given to the human resources of the students and community as a part of the staffing plan.

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practices that are free from suspicion or evidences of
discrimination.

Plan of Action

1. In the area of employment, special attention will be given to those schools and other departments of the school system where there is a need for greater minority group representation. Concentrated efforts will be made to fill vacancies in these schools and departments with qualified minority members as they become available.
2. The Personnel Department will seek the assistance of training institutions, present employees, and members of the community in its recruitment efforts for minority group members. Specific attention will be given to improving the minority representation on the staff.
3. Increased efforts will be made by the school system to identify employees who are minority group members and who show leadership potential. Such individuals will be encouraged to consider meeting the qualifications for possible future advancement. Administrative and supervisory personnel will review periodically the performance and qualifications of employees for this purpose.
4. A careful study of each school and the community which it serves will be made to determine staffing needs. Recommendations from the community will be welcomed and given consideration. Special attention will be given to the human relations needs of the students and community as a basic consideration in the staffing plan.

HUMAN RELATIONS INSERVICE EDUCATION PROGRAM

Policy Statement

The Board of Education of Harford County directs that appropriate inservice education in human relations be provided for the employees of the school system.

Goals

1. To increase employees' awareness of and sensitivity to the significance of courtesy, respect, and acceptance of others in interpersonal relationships.
2. To assist employees to develop skills, attitudes, and behaviors which enhance relationships among school workers, students, and members of the community.
3. To help employees recognize that many cultures have contributed to the strength and vigor of our society.

Rationale

The focus of inservice education must be to develop attitudes and behaviors which are conducive to the improvement of interpersonal relationships. The attitudes of employees, like the attitudes of people in general, represent many viewpoints toward individuals and groups who differ in ethnic or cultural background. Since these differences produce problems in group relationships, schools have the responsibility for providing effective ways to develop sensitivity to human needs, to promote human relations skills, and to dispel distorted concepts about cultural groups. Self-knowledge and the willingness to admit personal biases serve as first steps in improving intergroup relationships.

Since changes in attitudes and behaviors over a period of time, continuing emphasis is necessary to realize desired results.

Plan of Action

1. Planned human relations inservice activities shall be given priority at the state and local school levels. Inservice attention to concepts of sound interpersonal relationships, professional ethics, and sensitivity to cultural groups. A major focus of human relations shall be directed toward assisting employees to work effectively with students. Teaching as by precept, must be encouraged. Encouragement of helping students gain positive behaviors toward others.
2. The coordinator of human relations shall be involved in the planning of inservice education and classified employees of the school system shall give assistance and encouragement to participating in human relations activities.
3. Model seminars shall be provided on a regular basis for the purpose of training personnel and local boards in human relations techniques. These individuals will play key roles in planning the inservice and inservice activities at the local school level.
4. State-approved workshops in human relations for minority cultures shall continue to be offered to professional personnel. Teachers will be encouraged to enroll in these courses.

SERVICE EDUCATION PROGRAM

Board of Harford County directs that education in human relations be a part of the school system.

Employees' awareness of and sensitivity to courtesy, respect, and acceptance of personal relationships.

Employees to develop skills, attitudes, and enhance relationships among school and members of the community.

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Education must be to develop attitudes which are conducive to the improvement of personal relationships. The attitudes of individuals and groups who differ in background. Since these differences exist in group relationships, schools have the responsibility of finding effective ways to develop attitudes, to promote human relations concepts, about cultural groups. Employees' willingness to admit personal biases and to improve intergroup relationships.

Since changes in attitudes and behaviors usually take place over a period of time, continuing emphasis and action are necessary to realize desired results.

Plan of Action

1. Planned human relations inservice educational activities shall be given priority at the central office and local school levels. Inservice programs shall give attention to concepts of sound interpersonal relationships, professional ethics, and sensitivity to minority groups. A major focus of human relations education shall be directed toward assisting employees to relate effectively with students. Teaching by example, as well as by precept, must be encouraged as a satisfying way of helping students gain positive attitudes and behaviors toward others.
2. The coordinator of human relations shall be involved in the planning of inservice education for professional and classified employees of the school system and shall give assistance and encouragement to local schools participating in human relations activities.
3. Model seminars shall be provided on a county-wide basis for the purpose of training personnel selected by local boards in human relations objectives and techniques. These individuals will assume leadership roles in planning the inservice and human relations activities at the local school level.
4. State-approved workshops in human relations and in minority cultures shall continue to be offered to professional personnel. Teachers will be encouraged to enroll in these courses.

INTERGROUP EDUCATION

Policy Statement

The Board of Education of Harford County directs that educational programs for all schools be planned to include experiences which develop understanding and appreciation of ethnic and cultural minorities.

Goals

1. To provide instructional experiences that include the contributions of ethnic and cultural minorities to our society.
2. To provide opportunities for students to find identification and pride in their cultural heritage and to accept the cultural differences of others.
3. To help students become personally committed to extending to all citizens the rights and privileges cherished in our democracy.

Rationale

Today's schools must assist students to live harmoniously in a multi-cultural society. To do this, the curriculum must objectively reflect the cultural and ethnic diversity of American life and thereby give students the broad understandings that they need to work successfully together. Since people of any group identify with land, history, and culture, students need to know and affirm their cultural heritage as a means of acquiring a sense of self-worth and a positive self-image. Respect and acceptance of self are necessary before an individual can develop acceptance of others whose cultural heritage is different. Recognizing that the richness and vigor of our society can be attributed to the combined strengths of many peoples should give unity of purpose for intergroup education programs. Students must

be given assistance in becoming responsive to opportunities for active participation in which dignify democratic ideas and principles.

Plan of Action

1. Continuing efforts will be made to integrate concepts of human relations education as a part of the total school curriculum. Teachers, personnel, students, and parents will be encouraged to assess programs and to recommend improvements. Curriculum committees will be responsible for integrating concepts that promote understanding of cultural groups within our society. Other programs designed to promote understanding will be encouraged.
2. In our school system black history should become an integral part of the curriculum. *The Report of the Committee on Black History and Culture* will be used as a guide in the direction to instructional programs. The positive attributes and contributions of black groups. Schools will be encouraged to make progress in meeting the recommendations concerning educational leadership, teaching, inservice education, and student activities.
3. The Maryland State Department of Education publication, *New Perspectives in Education*, will be utilized to bring the ethnic studies-human relations curriculum to various grade levels.
4. Colleges will be encouraged to provide state-approved inservice education for teachers to continue to be provided for professional development to strengthen their background and roles of minorities in the American society.

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be given assistance in becoming responsible citizens through
opportunities for active participation in learning experiences
which dignify democratic ideas and principles of equality.

Plan of Action

1. Continuing efforts will be made to incorporate concepts of human relations education as an integral part of the total school curriculum. Professional personnel, students, and parents will be encouraged to assess programs and to recommend changes. Curriculum committees will be charged to include concepts that promote understanding of racial and cultural groups within our society. Elective courses and other programs designed to enhance cultural understanding will be encouraged.
2. In our school system black history and culture will become an integral part of the ethnic studies program. *The Report of the Committee on the Integration of Black History and Culture* will be used to give direction to instructional programs so that they reflect the positive attributes and contributions of minority groups. Schools will be encouraged to appraise their progress in meeting the recommendations in this report concerning educational leadership, the curriculum and teaching, inservice education, guidance services, and student activities.
3. The Maryland State Department of Education's publication, *New Perspectives in Intergroup Education*, will be utilized to broaden and strengthen the ethnic studies-human relations curriculum at various grade levels.
4. Colleges will be encouraged to offer courses and state-approved inservice education workshops will continue to be provided for professional personnel to strengthen their background and understanding of the roles of minorities in the American society.

STUDENT SERVICES AND ACTIVITIES

Policy Statement

The Board of Education of Harford County directs that services and activities be provided to develop the abilities, satisfy the needs, and accommodate the interests of students without regard to race, sex, religion, creed, and ethnic or national origin.

Goals

1. To provide educational services designed to assist students with physical, emotional, and social problems or special learning needs to reach their full potential.
2. To provide organizations and activities that will enrich the school life and experiences of students without regard to social, economic, racial, or cultural status.
3. To encourage participation by students in the planning and selecting of activities which meet their needs and interests.

Rationale

Schools have the obligation to understand the strengths and limitations of individual learners and to determine how best to serve their needs. Services should be provided to assist students in overcoming those problems which interfere with their educational and personal development.

Effective student organizations and designed to encourage participation by segments of the pupil population. Active in school activities should serve as an developing esprit de corps and in promoting relations among students, teachers, and the

Plan of Action

1. Each school will make concerted efforts to assess the needs, strengths, and limitations of students to promote more effectively their personal and educational success. Regular assessment of the problems and needs of students will be made to assess the effectiveness of services and determine the additions, changes, and deletions needed.
2. Each school will periodically evaluate its organizations and activities and make changes as necessary to accommodate the needs of students. Efforts will be made to provide opportunities to serve the needs of more students. Activities will be designed to appeal to students of varying social and cultural groups.
3. Various forms of assistance will be provided to supplies and equipment for students and the economic means to participate

SERVICES AND ACTIVITIES

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obligation to understand the strengths individual learners and to determine how s. Services should be provided to assist those problems which interfere with personal development.

Effective student organizations and activities should be designed to encourage participation by members from all segments of the pupil population. Active student involvement in school activities should serve as an effective force in developing esprit de corps and in promoting positive human relations among students, teachers, and the community.

Plan of Action

1. Each school will make concerted efforts to identify the needs, strengths, and limitations of students in order to promote more effectively their personal development and educational success. Regular evaluation of the problems and needs of students will be conducted to assess the effectiveness of services offered and to determine the additions, changes, and adjustments needed.
2. Each school will periodically evaluate its student organizations and activities and make those revisions necessary to accommodate the diverse interests of students. Efforts will be made to provide greater opportunities to serve the needs, interests, and talents of more students. Activities will be included which appeal to students of varying social, economic, racial, and cultural groups.
3. Various forms of assistance will be sought to secure supplies and equipment for students who do not have the economic means to participate in specific activities.

SCHOOL AND COMMUNITY RELATIONS

Policy Statement

The Board of Education of Harford County directs that its commitment to provide constructive means of fostering better relationships among employees, students, parents, and other citizens be reaffirmed in order that the school system may function effectively in meeting the educational needs of the county's youth.

Goals

1. To provide opportunities for meaningful dialogue between individuals and groups within the school and community, particularly regarding those concerns and attitudes which may be detrimental to effective human relations.
2. To make parent groups and student organizations positive and constructive forces in interpersonal relations, especially in the establishment and implementation of human relations goals.
3. To provide various channels of communication between the school and community which will promote mutual understanding of educational aspirations and accomplishments.
4. To encourage the involvement of employees, students, and members of the community in meaningful experiences which will promote positive attitudes and relationships.

Rationale

Positive school and community relationships are predicated on mutual respect and belief in the dignity and worth of the individual. The school and community must be supportive of each other and work together in providing effective ways to promote desirable human relationships. The school has a

responsibility to encourage members participate in school activities. The active participation of all citizens from the various groups within the community is paramount to good school-community relations.

Plan of Action

1. The principal of each school shall establish effective means of communication between school personnel, students, and the community. In his direction, each school shall take actions which are responsive to the needs within the total school environment.
2. Schools shall assess the human relations concerns, and needs of the community. The involvement of employees, students, and the community in Cooperative efforts shall be used to develop solutions to identified problems.
3. Each school and the school system shall use mass media to conduct planned, systematic dissemination of information to the community. The functions, activities, accomplishments of the school and education system shall be directed to the community with public communication shall be directed to the public with factual and accurate information, preventing distorted and misinformation about the school and school system.
4. The school system will organize a Coordinating Council composed of representatives from human relations and representative school communities. The function of the council shall be to coordinate the efforts of the school system in improving human relations and to work with local and state human relations organizations.

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Plan of Action

1. The principal of each school shall be responsible for establishing effective means of communication among school personnel, students, and the community. Under his direction, each school shall plan activities and actions which are responsive to the human relations needs within the total school environment.
2. Schools shall assess the human relations problems, concerns, and needs of the community through the involvement of employees, students, and parents. Cooperative efforts shall be undertaken to find solutions to identified problems.
3. Each school and the school system shall utilize various media to conduct planned, systematic, and continuous dissemination of information to illustrate the goals, functions, activities, accomplishments, and needs of the school and education system. Programs of communication shall be directed toward providing the public with factual and accurate information and preventing distorted and misinformed impressions of the school and school system.
4. The school system will organize a Human Relations Coordinating Council composed of the coordinator of human relations and representatives from various school communities. The function of the council shall be to coordinate the efforts of the local schools in improving human relations and to serve as a liaison with local and state human relations organizations.